ployed private tutors for their children. Often, too, a scholar father or grandfather himself undertook the task of guiding the studies of the youths of the household. Almost if not quite invariably, however, this was only after the primary stages had been passed, for classical precedent frowned upon a father teaching his own son. Often a large family or clan maintained a school for its boys, housing it in the ancestral temple. Frequently several families in a village joined in hiring a teacher, or a benevolent person or persons of means financed a free school. Almost never was a building erected for the purpose, but a temple or the room of a house was borrowed or rented.

The teacher had no special training in pedagogy. Books existed which held up standards for the conduct of the pupil but the instructor received no formal preparation in his art. He tended to follow rather slavishly the methods by which he himself had been taught. In theory teachers were highly respected, but in practice the majority suffered from poor pay and precarious tenure. Often they were recruited from among the unsuccessful aspirants for the civil service examinations and the training of many had not proceeded far enough to warrant even the attempt to compete in them. Here and there, however, men in the profession could show respectable scholarly attainments or displayed skill in the art of instruction.

The method of the primary school consisted largely in committing to memory texts which were beyond the comprehension of the child and which were not explained to him until after the process of memorization had stored his mind with quite an array of literature. Even then the interpretation vouchsafed was either in the form of traditional commentaries, perhaps of Chu

Hsi, or in a style more calculated to display the teacher's erudition than to enlighten the student. The pupil repeated aloud after the instructor the text to be learned. Then, at the top of his voice, he went over the passage again and again until he had fixed it in mind. He was tested by being required to recite the lesson with his back to the teacher and without looking at his book. Thirty or forty boys thus engaged sounded like bedlam. The student was also taught to write characters. The hours were long, from early morning until late in the afternoon, and the intermissions were not for recreation of even unorganized forms. Discipline